ROBOT RICKSHAW
KINDERGARTEN & FIRST GRADE LESSON

**LEARN** about Robot Rickshaw.
- [Watch a video](#) explaining how Robot Rickshaw was created.
- Discuss each of Robot Rickshaw’s parts and how they produce sound. Note which components are pitched and create melodies and which are not pitched and create rhythms and beat patterns.

**LISTEN**
- To Robot Rickshaw. [Watch this video](#) to see how Robot Rickshaw came to life and how it makes music.

**CREATE RHYTHMS AND PATTERNS**
- If you have a drum set available for use, take the components apart and give each part to a student.
- If you do not have access to a drum set, use various percussion instruments as available. Robot Rickshaw uses a set of bongos. Found objects, such as plastic buckets, coffee cans, or cardboard boxes, are also good substitutes for percussion instruments.
- Once instruments are assembled, ask one student to start a beat pattern on their “piece.” Add in each component until you have a groove, using all pieces of the “drum set.” For students who need more guidance, demonstrate a pattern for them to echo or imitate.

**LEARNING CHECKLIST**
- [ ] I can explain how Robot Rickshaw was put together.
- [ ] I can explain the difference between a melody and a rhythm.
- [ ] I can perform rhythms together with others.

**KEY WORDS** melody, rhythm
ROBOT RICKSHAW
SECOND & THIRD GRADE LESSON

LEARN about Robot Rickshaw.
• Watch a video explaining how Robot Rickshaw was created.
• Discuss each of Robot Rickshaw’s parts and how they produce sound. Note which components are pitched and create melodies and which are not pitched and create rhythms and beat patterns.

LISTEN
• To Robot Rickshaw. Watch this video to see how Robot Rickshaw came to life and how it makes music.

DISCUSS THE DEFINITION OF MUSIC
• Create a journal or log entry template for students. See a sample template in the Print Pages at the end of these lesson plans.
• Ask students to listen to all or a selection of the following examples:
  › A baby’s music box
  › A hyena laughing
  › A meadowlark singing
  › A drum loop
  › A performance of 4’33” by John Cage
• Include some student ideas
• After listening to some examples, ask students to create their own list of criteria for music, or write a definition.
• Share your findings in class. Ask each student to choose one entry to tell a partner or begin or end class with one student reporting to the whole group.
CREATE RHYTHMS AND PATTERNS

• If you have a drum set available for use, take the components apart and give each part to a student.

• If you do not have access to a drum set, use various percussion instruments as available. Robot Rickshaw uses a set of bongos. Found objects, such as plastic buckets, coffee cans, or cardboard boxes, are also good substitutes for percussion instruments.

• Once instruments are assembled, ask one student to start a beat pattern on their “piece.” Add in each component until you have a groove, using all pieces of the “drum set.” For students who need more guidance, demonstrate a pattern for them to echo or imitate.

• After the activity, ask students to imagine that each component of the drum set has a mini-computer in it, and that someone controlling a laptop can control the sound of each drum.

• Modify or extend the activity by assigning a student to “be the laptop.” This student can control or direct each player to make certain beat patterns.

LEARNING CHECKLIST

☐ I can explain how Robot Rickshaw was put together.
☐ I can explain the difference between a melody and a rhythm.
☐ I can perform overlapping rhythms together with others.
☐ I can participate in a discussion about the definition of music. I can support my opinions with evidence.
☐ I understand that technology can direct sound production.

KEY WORDS melody, rhythm, laptop
ROBOT RICKSHAW
FOURTH, FIFTH & SIXTH GRADE LESSON

LEARN about Robot Rickshaw.
• Watch a video explaining how Robot Rickshaw was created.
• Discuss each of Robot Rickshaw’s parts and how they produce sound. Note which components are pitched and create melodies and which are not pitched and create rhythms and beat patterns.

LISTEN
• To Robot Rickshaw. Watch this video to see how Robot Rickshaw came to life and how it makes music.

DISCUSS THE DEFINITION OF MUSIC
• Create a journal or log entry template for students. See a sample template in the Print Pages at the end of these lesson plans.
• Ask students to listen to all or a selection of the following examples:
  › A baby’s music box
  › A hyena laughing
  › A meadowlark singing
  › A drum loop
  › A performance of 4’33” by John Cage
• Include some student ideas
• After listening to some examples, ask students to create their own list of criteria for music, or write a definition.
• Share your findings in class. Ask each student to choose one entry to tell a partner or begin or end class with one student reporting to the whole group.
• Compare and contrast two separate listening entries. What elements do they have in common? What is different? Do those differences matter when it comes to deciding whether something is music or not?
CREATE RHYTHMS AND PATTERNS

• If you have a drum set available for use, take the components apart and give each part to a student.

• If you do not have access to a drum set, use various percussion instruments as available. Robot Rickshaw uses a set of bongos. Found objects, such as plastic buckets, coffee cans, or cardboard boxes, are also good substitutes for percussion instruments.

• Once instruments are assembled, ask one student to start a beat pattern on their “piece.” Add in each component until you have a groove, using all pieces of the “drum set.” For students who need more guidance, demonstrate a pattern for them to echo or imitate.

• After the activity, ask students to imagine that each component of the drum set has a mini-computer in it, and that someone controlling a laptop can control the sound of each drum.

• Modify or extend the activity by assigning a student to “be the laptop.” This student can control or direct each player to make certain beat patterns. Encourage integration of dynamics and various tempi as additional items for the “laptop” to adjust.

• Once rhythmic layers are well-established, integrate a pitch element. Recorder, xylophone, or even a slide whistle works.

LEARNING CHECKLIST

☐ I can explain how Robot Rickshaw was put together.

☐ I can explain the difference between a melody and a rhythm.

☐ I can perform overlapping rhythms together with others.

☐ I can participate in a discussion about the definition of music. I can support my opinions with evidence.

☐ I can compare and contrast different pieces of music.

☐ I understand that technology can direct sound production, including dynamics and tempo.

☐ I can follow direction and cues in music performance.

KEY WORDS melody, rhythm, laptop, dynamics, tempo
ROBOT RICKSHAW

PRINT PAGES
<table>
<thead>
<tr>
<th>Title of piece:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Description:</td>
<td></td>
</tr>
<tr>
<td>Is it music?</td>
<td>Why or why not?</td>
</tr>
</tbody>
</table>